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ABSTRACT

Validated by a jury of experts, 17 basic concepts of outdoor education have been included as the generally accepted principles of outdoor education. The contents of this monograph serve as a guide to the historical data on specific factors and events which influenced the development of outdoor education in the State of New York. While not treating specific programs in depth, the attempt was made to capture a broad-based pattern of growth and development. [Not available in hard copy due to marginal legibility of original document.] (LS)

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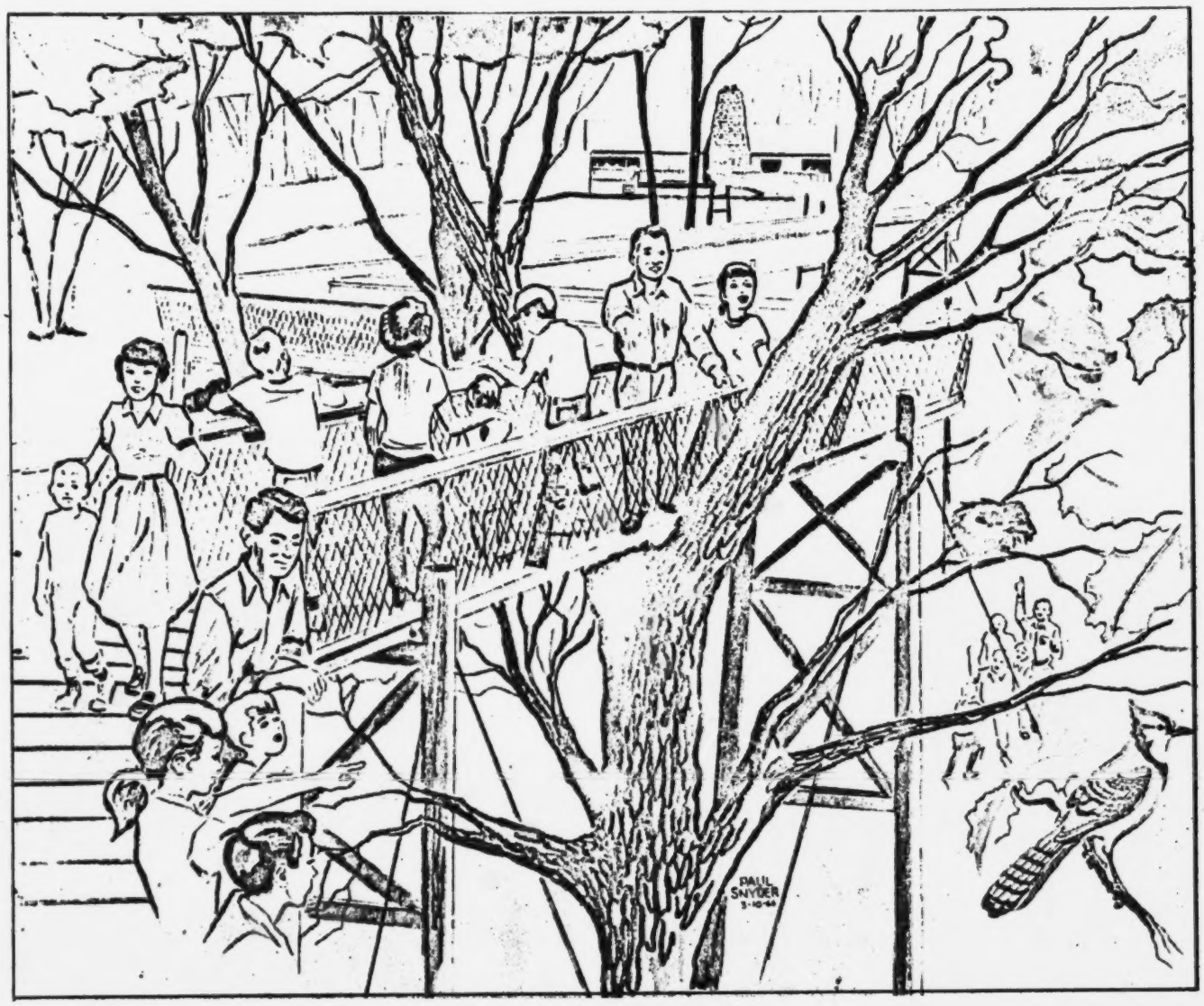
OUTDOOR EDUCATION: A SUMMARY OF BASIC CONCEPTS AND FACTORS INFLUENCING ITS GROWTH AND DEVELOPMENT IN NEW YORK STATE

by Charles A. Lewis, Jr. Ph. D.



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PREFACE

"Factors Influencing The Development Of Outdoor Education" - a dissertation completed in 1968 - was intended to serve as a guide to those who might seek historical data on specific factors and events which influenced the development of outdoor education. One section of the study was devoted to an analysis of the growth and development of outdoor education on a geographic basis. The section contained, amongst others, a statement on the history of outdoor education in New York State. While not treating specific programs in depth nor attempting to recognize the totality of significant individual leaders, the section did attempt to capture a broad-based pattern of growth and development. On the recommendation of several readers and the action of the Executive Committee of the New York State Outdoor Education Association, the author has undertaken this brief monograph ; its content is dedicated to outdoor education leadership in New York State- past, present, and future.

In addition to basic historical data, the formal dissertation contained a set of jury-validated basic concepts of outdoor education. Validated by a jury of experts in the field, these concepts have been included in the monograph as the generally-accepted principles of outdoor education.

Chapter headings and page numbers for the two sections excerpted and reproduced in this printing have been left as they were in the original dissertation.

CHAPTER IV

THE BASIC CONCEPTS OF OUTDOOR EDUCATION

This study traces the factors that have influenced the growth and development of Outdoor Education in the United States. The primary technique used in the research is the analysis-synthesis technique, coupled with the inductive method of reasoning for formulating hypotheses as tentative statements of conclusion. Basic to an understanding of the factors and resultant interrelationships that have influenced the growth and development of Outdoor Education is an understanding of the underlying concepts which relate to the role and the objectives of outdoor education. Concepts, for the purpose of this study, are generalizations which have been formed from particular statements made by authorities in the field. For each statement of general concept, a minimum of three statements of evidence have been culled from the professional literature. In accordance with the methodology which was outlined in the chapter on Procedures in this study, the statements of concept were presented to a qualified jury for validation. On the basis of necessary revisions which were (recommended) by jury response, the following concepts have been formulated as the generally-accepted principles of outdoor education.

Concept 1

Outdoor education is a method of education. It includes the use of the out-of-doors for the study of all areas of the curriculum when the subject matter can best be learned out-of-doors.[38]

Concept 2

The outdoor education method encourages the use of the environment outside the classroom and includes such experiences as field trips, excursions, vocational agriculture, and a school camp.[39]

Concept 3

Outdoor education is not a separate discipline or a separate area of study such as history, English, arithmetic, or other subject matter areas.[40]

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38. L. B. Sharp, "Basic Considerations in Outdoor and Camping Education," The Bulletin of the National Association of Secondary School Principals, May, 1947, p. 43. See also: Friet and Peterson, Design for Outdoor Education. Yakima: P.S. Printers, Inc., 1956, p. 1, and Charles Mand, Outdoor Education. New York: J. Lowell Pratt, 1967, pp. 27-28.

39. M. A. Gabrielsen and Charles Holtzer, Outdoor Education. New York: Center for Applied Research in Education, Inc., 1965, pp. 20-26. See also: Smith, Carlson, Donaldson, and Masters, Outdoor Education. Englewood Cliffs: Prentice-Hall, Inc., 1963, pp. 49-54, 95-103., and Denver Fox, "The Outdoor Education Curriculum at the Elementary School Level," Journal of Educational Sociology, May, 1950, p. 533.

40. John W. Hug and Phylis Wilson, Curriculum Enrichment Outdoors. New York: Harper and Row, 1965, p. 2. See

Concept 4

Outdoor education is not intended to replace textbook learning. Rather it is designed to provide direct rather than vicarious experiences for students on the basis that the efficiency of education is increased in direct proportion to that direct experience.[41]

Concept 5

Through outdoor education, learning becomes a mutual process and experience for both pupil and teachers.[42]

Concept 6

Education cannot be divorced from life; it cannot be fragmented. Education is a whole process which occurs on a

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also: Smith, et. al., Outdoor Education, p. 19, and William Freeberg and Loren Taylor, Programs in Outdoor Education, Minneapolis: The Burgess Publishing Co., 1963, p. 1.

41. Lloyd B. Sharp, Extending Education Through Camping. New York: Life Camps, Inc., 1948, p. 104. See also: Cecil Garrison, Outdoor Education. Springfield: Charles Thomas Publisher, 1966, p. 18, and Hugh B. Nolan, "Outdoor Education, Frederick County School System, Maryland," Action Models. The Pinchot Institute, 1967, p. 17.

42. George W. Donaldson. "Living and Learning Outdoors," The School Executive (February, 1945), pp. 65-66. See also: Hugh B. Masters, "Values of School Camping," Journal of Health, Physical Education and Recreation, Vol. 22, No. 1 (January, 1951), p. 15, and Jay B. Nash, "Why a School Camping Program," The Journal of Educational Sociology, Vol. 23, No. 9 (May, 1950), p. 504.

continuing basis.[43]

Concept 7

Outdoor education enhances the goals of conservation by enabling students to develop a reverence for life through an ecological exploration of the interdependence of living things and assists them in developing a land ethic which illustrates man's temporary stewardship of the land.[44]

Concept 8

The major emphasis in education should be the teaching of attitudes, appreciation, understanding, and expression rather than the mastery of techniques and bodies of factual information.[45]

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43. Freeberg and Taylor, Outdoor Education, p. 30. See also: John J. Kirk, "Outdoor Education: Yesterday, Today and Tomorrow," New Jersey School of Conservation, 1966, p. 1, and D. Willard Zahn, Beyond the Status Quo in Outdoor Education. A Statement to the Third National Conference on Outdoor Education, Washington, 1966, p. 3.

44. John J. Kirk, An Address to the International Association for Health, Physical Education and Recreation. July 28, 1967, Vancouver, Canada, p. 3. See also: Garrison, Outdoor Education, p. 4, and Helen Heffernan, "They Grow Nine Feet High," Childhood Education (October 1967), p. 77.

45. Harry Thompson, "Basic Guides for the Establishment and Development of School Outdoor Education." Unpublished doctoral dissertation, Teachers College, Columbia University, 1955, pp. 13-15. See also: Mand, Outdoor Education, pp. 29-31, and L. B. Sharp, Living and Learning in the Out-of-Doors. A brochure of the Outdoor Education Association, Inc., N.D.

Concept 9

Outdoor education provides the opportunity to acquire basic skills, attitudes, and appreciation for leisure-time pursuits.[46]

Concept 10

Outdoor education provides a setting that can make teaching more creative; several teaching methods and processes can be planned, executed, and evaluated in a relatively short time.

Concept 11

Outdoor education provides for total community planning and the use of resources and leadership found therein. Planning for outdoor education and the flexibility of its administrative procedures provides for the maximum use of

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46. Julian W. Smith, "The Outdoor Education Project's First Year," The Journal of Health, Physical Education and Recreation (October, 1956), p. 14. See also: Smith, The Outdoor Education Project, A Brochure. Washington: The American Association for Health, Physical Education and Recreation, 1956, and Gabrielsen and Holtzer, Outdoor Education, pp. 8-10.

47. Julian W. Smith, Outdoor Education. The Classroom Teachers Series in Health, Physical Education and Recreation. Washington: American Association for Health, Physical Education and Recreation, 1956, p. 7. See also: Lawrence Conrad, "The Teacher Out of Doors," The Bulletin of the National Association of School Principals, pp. 36-38, and Hug and Wilson, Curriculum Enrichment Outdoors, pp. 4-5.

many of the educational resources of the community.[48]

Concept 12

Modern conditions of living have increased the need for outdoor education.[49]

Concept 13

The great majority of children have access to the physical universe through abstractions rather than through first-hand experience.[50]

Concept 14

Outdoor education is one way in which schools help

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48. M. A. Gabrielsen, "Leadership for Outdoor Education," The Journal of Educational Sociology, Vol. 23, No. 9 (May, 1950), pp. 541-545. See also: George W. Donaldson, School Camping. A Position Paper for the North Hempstead, New York, School Districts' Title III Project, 1967, p. 17, and Caswell Miles and Charles Lewis, Outdoor Education and Conservation Education Curriculum Study. Mineola: Recreation Publishing Co., 1966, pp. 10-11.

49. L. B. Sharp and E. DeAlton Partridge, "Some Historical Backgrounds of Camping," The Bulletin of the National Association of Secondary School Principals, Vol. 31 (May, 1947), pp. 15-17. See also: S. D. Shankland, "The Need for Outdoor Education Today," The Bulletin of the National Association of Secondary School Principals, p. 9, and Julian W. Smith, "The Scope of Outdoor Education," The Bulletin of the National Association of Secondary School Principals (May, 1960), p. 156.

50. Julian W. Smith, "Outdoor Resources for Learning Science," The American Biology Teacher, March, 1951, p. 56. See also: L. F. Hadsell, "The Conservation-Natural Resource Use Workshop," The American Biology Teacher, March 1951, pp. 58-59, and Lloyd B. Sharp, "Why Outdoor and Camping Education," The Journal of Educational Sociology, Vol. 12 (January, 1948), p. 314.

the child grow in accordance with the general aims of education and the specific aims of subject matter. Through this medium, the school can help the child live his today to the fullest, and prepare to meet an unknown tomorrow with knowledge, skill, and flexibility.[51]

Concept 15

The objectives and goals of education are frequently adjusted to the changes which occur in society. In 1918, the National Education Association's Commission on the Reorganization of Secondary Schools developed the "Seven Cardinal Objectives" for education. These included health, command of fundamental processes, citizenship, character, home membership, vocational efficiency, and the worthy use of leisure. In 1938, NEA's Educational Policies Commission listed the goals of education in terms of four categories of aims: the objectives of self-realization, human relationships, economic efficiency, and civic responsibility. The following outdoor education activities enhance these commonly accepted educational goals and aims:

1. Self-Realization

Outdoor education offers many opportunities

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51. Western School Study Council. Beyond Four Walls: A Guide to School Camping and Outdoor Education. The University of Buffalo, 1958, pp. 2-3. See also: John W. Studebaker, "Camping in Education and Education in Camping," School Life, July, 1948, Vol. 30, No. 10, p. 2, and Julian W. Smith, "The Scope of Outdoor Education," The Bulletin of the National Association of Secondary School Principals, Vol. 44, No. 44 (May, 1960), pp. 156-157.

for the individual to engage in experiences which aid him to achieve the objectives of self-realization. Nature-oriented activities and projects in the outdoor setting can be used to stimulate individual maturity, achievement, recognition, and creativity.

Examples

Assignments for field trips and projects where performance involves inter-group relationships.

Improvement in physical fitness and healthful living stimulates pride in self.

Performance of community service projects helps to identify interdependence.

Experiences in the conservation and wise use of natural resources helps one to understand relationships between natural and human resources.

Outdoor education experiences provide for self-confrontation with respect to basic human needs such as food, clothing, and shelter.

Outdoor education helps one to acquire outdoor living skills, knowledge, and attitudes.

2. Human Relationships

Outdoor education field trips and resident experiences in outdoor education centers provide common grounds of understanding and experience for children with diverse backgrounds. Personal dignity and the concept of the rights of individuals is enhanced through the informality of the outdoor education setting.

Examples

The outdoor education experience provides a variety of social settings.

The school camp can take on the image of a school-centered community.

Living in the outdoors is informal and simple.

Living at an outdoor education center fosters qualities of worth, achievement, and behavior rather than the typical values of materialism which are more frequently encountered in traditional social settings.

Pupil-teacher relationships are seen in different light; the "counselor image" tends to supplant the "disciplinarian image."

3. Economic Efficiency

Outdoor education can provide the opportunity to acquire skills which can lead to avocational as well as vocational and professional employment.

Examples

Trail skills, the setting up of camp, and conservation projects foster care and pride in workmanship.

Specific projects and assignments and chores may lead to vocational and professional employment; i.e., recreational facilities service skills and professional instructional positions.

Community service projects can result in needed facilities and the improvement of lands.

4. Civic Responsibility

Outdoor education includes many opportunities for education in civic responsibility. Leadership in the conduct of projects and outdoor education activities provides experiences in the assumption of responsibilities and the processes of group dynamics.

Examples

On-the-land experiences can aid the individual in his attempts to understand the human dependence on natural resources and the need for responsible citizenship practices.

> Cooperation through community efforts fosters group and individual concepts of civic responsibility.
>
> Committees and councils demonstrate successful and objective democratic processes.
>
> Outdoor programs are conducive to a maximum amount of freedom and permissiveness that is accompanied by orderly planning.[52]

Concept 16

Of all the benefits of outdoor education, the most important aspect in terms of accepted educational theory is the resultant which is derived from the premise that outdoor education is based on what is known about how children learn best--by doing, seeing, and through the use of all the other senses.[53]

Concept 17

Of importance to the growth and development of outdoor education is the proper orientation and training of teachers and administrators to the techniques of outdoor

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52. Smith, et. al., Outdoor Education, pp. 30-32. See also: Gabrielsen and Holtzer, Outdoor Education, pp. 13-15, and Lloyd B. Sharp, Extending Education Through Camping. New York: Life Camps, Inc., 1948, pp. 47-53.

53. Julian W. Smith, Outdoor Education. Washington: The American Association for Health, Physical Education and Recreation, 1956, p. 7. See also: Jack George, A Natural for New Hampshire Youth. Concord: The State Education Department, N.D., and Morris Wiener, "Developing a Rationale for Outdoor Education." Unpublished doctoral dissertation, Michigan State University, 1965, pp. 205-209.

education.[54]

Summary Concept Statement

Outdoor education is a direct, simple method of learning that extends the curriculum to the out-of-doors for the purpose of learning. It is based on the discovery approach to learning and it appeals to the use of the senses--audio, visual, taste, touch, and smell--for observation and perception.

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54. Paul E. Harrison, "Education Goes Outdoors," The Journal of the American Association of Health, Physical Education and Recreation, Vol. 26, No. 10 (December, 1953), p. 20. See also: Julian W. Smith, "The Michigan Story of Camping and Outdoor Education," The Journal of Educational Sociology, Vol. 23, No. 9 (May, 1950), p. 512, and R. D. Brewer, "Administrative Responsibilities for Outdoor Education," The Illinois Journal of Education, Vol. 55, No. 6 (December, 1964), pp. 7-9.

camping, and outdoor education. In 1955, Smith terminated a brief period of tenure at Michigan State University to accept the Directorship of the American Association for Health, Physical Education, and Recreation's Outdoor Education Project. Writing many articles, travelling near and far to tell the Michigan Story, giving dynamic leadership to those who are interested in embarking on outdoor education programs, Smith's efforts are testimony to that pioneering leadership which had great visions in outdoor education for all children.

The New York State Story

The growth and development of outdoor education programs, including resident school camping programs, has been marked by a lack of both continuity and unified interest in New York State. But this does not preclude lack of interest. The movement in New York State has been marked by many pilot projects, conferences, advising committees, and demonstrations that have, until the present, not been realized in the form of generally-accepted on-going programs. At a 1967 meeting of the New York State Education Department Advisory Committee on Outdoor and Conservation Education one administrator was heard to remark that the primary reason for the lack of continuing interest in New York State was due to "lack of status." In New York State, at least, schoolmen have not been able "to see" the realistic validity of, nor have they accepted all of the educational values which have

been attributed to outdoor education and school camping.[128] Caswell Miles, long-time State Education Department advocate of school camping and outdoor education and former Chief, Bureau of Physical Education and Recreation, attributes the status quo in New York State to a series of untimely events--changes in the state executive branch, budget problems, and at times, lack of vision.[129]

Although the State has not geared its resources to provide facilities and programs on a broad-based level, it has nevertheless been taking several significant steps over the years. In 1944, for example, New York State was the first state in the union to enact an education law in the area of outdoor education. By establishing the legal authority for boards of education to purchase camp sites and outdoor education areas, New York State has created the legal basis, at least, for school districts to establish camps and authorize appropriations for this specific part of the school program. The important education laws which refer directly to school camping and outdoor education are included in the State Education Laws No. 4501 and 4502. Law No. 4501 refers specifically to the establishment of camps and the authorization of appropriations by school districts:

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128. New York State Advisory Committee on Outdoor and Conservation Education Meeting, November 14, 1967, Albany.

129. Miles, Personal Interview, November 14, 1967.

ARTICLE 91

School Camps

Section 4501. Establishment of camps by school districts and appropriations authorized.

4501. Establishment of camps by school districts and appropriations authorized.

1. A school district, acting through its board of education, is hereby authorized to establish camps on lands acquired by such school district by purchase, gift, grant, devise, rent or lease or on lands the use of which has otherwise been acquired by such school district for camp purposes. Also, two or more school districts may jointly acquire lands for camp purposes in the same manner and establish and operate such school camps thereon as joint projects within the limit of funds provided therefore by the respective school districts and in accordance with regulations approved by the commissioner of education. Such camps shall be used to furnish education, physical training, recreation and maintenance for all children of school age, whether in attendance at a public or non-public school, and shall be under the jurisdiction of the board of education of such school district. Such board may, however, fix a reasonable fee to cover cost of food and instructional materials. Such board shall provide opportunity for children to receive instruction in such subjects as such board may deem proper. Such board shall prescribe the activities to be carried on and shall set up rules and regulations for admission to such camps and the conduct and discipline thereof. No child, whether in attendance at a public or non-public school, shall be denied admission to such a camp or physical training, recreation and maintenance at such a camp, because of inability to pay any required costs or fees; but no child shall be entitled to free education, physical training, recreation and maintenance in any such camp for a period in excess of two weeks during any one year, unless the board of education prescribe and direct that physically handicapped or other children be maintained for a longer period. The board of education of such school district shall make a report at the annual meeting of such school district, of matters relating to carrying out the provisions of this section.

2. Any such school district is hereby authorized to appropriate in the manner prescribed by law relating to such school district such sums as may be necessary for the purpose of carrying out the provisions of this section. Money shall be paid out of the treasury of such school district in the manner provided by law.

3. The provisions of this section shall not apply to the board of education of the city of New York.[130]

Education Law No. 4502 provides for the establishment of camps by city school districts and the authorization of appropriate funds for the same:

Section 4502. Establishment of camps by city school districts and appropriations authorized.

4502. Establishment of camps by city school districts and appropriations authorized.

1. A city school district, acting through its board of education, is hereby authorized to establish camps on land provided therefore in parks adjacent to such city school district under the jurisdiction and control of the state instruction, recreation and maintenance to children of school age. The board of education shall provide opportunity for children to receive instruction in such subjects as it may deem proper. Such board shall prescribe the activities to be carried on and shall set up rules and regulations for admission to such camps and the conduct and discipline thereof. Such camps shall be operated between July first and August thirty-first of each year and at such other times as such board of education may prescribe. No child shall be entitled to free instruction and maintenance in any such camp for a period in excess of two weeks during any one year, unless of two weeks during any one year, unless the board of education prescribe and direct that physically handicapped or other children be maintained for a longer period.

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130. McKinney, Consolidated Laws of New York State, annotated, Book 16, Part 2, Education Law No. 4501, Article 91, School Camps, pp. 571-572.

> 2. The board of education of a city school district may establish a camp for children to be located in state parks on Long Island, which have been or shall be selected by the state council of parks on account of accessibility and availability, as a model camp for the establishment of future camps.
>
> 3. The board of education of a city school district is hereby authorized to appropriate such sums as may be necessary for the purpose of carrying out the provisions of this article.[131]

These laws, as stated, provide the legal basis for all types of school districts within the State of New York to establish and operate school camps and outdoor education programs. It was hoped the enactment of the legislation would promote local investment in the growth and development of facilities and program; unfortunately this has not been the case. Districts as groups or on an individual basis have not generally embarked on facility development programs. Those districts in the state which have conducted resident programs have used existing State facilities, college camps, Y.M.C.A. camps, and organizational and private camps on a lease or rental basis. However, as early as 1945, interest in the development of school camping programs had been noted. A bill was introduced in both houses of the 1945 legislature which proposed five million dollars in State aid to be distributed through the State Education Department; another bill was requesting two hundred thousand dollars for the operation of school camp demonstration

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131. Ibid., p. 573.

centers with one-half the cost of operating such centers to be borne by the school districts which were selected to participate.[132] During the late nineteen forties such school districts as Ithaca, Schenectady, Saratoga Springs, Cortland, and Sewanhaka Central School District had appropriated funds for the conduct of school camp; most of these programs were, however, day camps. It was the consensus of school officials and civic leaders at that time that the establishment of school camp demonstration centers would be the best procedure to get school camps established as part of education. When the School Camp Demonstration Bill was presented to the Legislature, it had the formal approval of the New York State Teachers Association, Executive Committee and Legislative Council, the New York State Association for Health, Physical Education, and Recreation, the Nassau County School Camp Committee, and Regents' Joint Legislative Committee.

It was believed that such demonstration centers would serve in developing a pattern suitable to New York State schools and at the same time would serve as an example for other school districts to follow. The program in the centers would be carefully integrated with other phases of the program in the schools. Each pupil attending camp would be prepared for the experience through a pre-camp program

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132. Miles, Personal Interview, November 14, 1967.

and would be aided in making more use of their experience by post-camp programs. Careful records would be kept of the development of each child, and research procedures would be established to evaluate changes in growth and development in relation to camp experiences.

The proposed School Demonstration Camps were to be held at Camp Fancher in Allegany State Park, the Boy Scout Camp facilities at Wading River, and at Treman Lake, adjacent to the State Conservation Park in the greater-Ithaca area. The Franklin Square, Elmont, and Valley Stream groups would utilize the eastern Long Island site at Wading River. The upstate camps would be available to the districts in the upstate regions. It was generally accepted that the development of School Camp Demonstration Centers would require funds through State aid and other sources in addition to funds which could be raised by the community. The community share would be small at the beginning and increase with each year as school officials became able to sell the idea to the citizens and the School Board and as adjustments could be made in budget plans. Unfortunately, as was the case with similar proposed legislation in New York State, this Demonstration Camp Proposal was not enacted. However, Sewanhaka (Long Island) District did manage to embark on a program under local funds.

Prior to the enactment of significant legislation in New York State, a School Camp Workshop was conducted under

State Education Department aegis at Tanager Lodge on Upper Chateaugay Lake in the northern Adirondacks from August 25-September 2, 1944. The purpose was to outline a school camp guide for school officials, to work out the details of a plan for school camp programs in New York State, and to formulate standards for the conduct of some school camps demonstrations.[133] Outstanding national leaders in camping and key leaders in New York State in education--superintendents, directors of health, physical education, recreation and camping elementary and secondary principals, college, elementary, and high school teachers and camp counselors were assembled at this conference. Mention has been made of the proposed demonstration workshops earlier in this chapter.

Following the termination of the second World War, attention was focused on "the getting and using of surplus material." Caswell Miles, Chairman of the State Joint Committee of the Education and Conservation Departments, noted the significance of fitness and defense in his pre-conference (a second major conference scheduled October 15-16, 1946) letter to participants:

> Attached is a copy of the program for the Recreation, Camping and Conservation Education Conference. Please note that we have arranged a title, "The Getting and Using of Surplus Material." We have

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133. New York State Education Department Files, Courtesy of Dr. Irwin Rosenstein, Department of Health, Physical Education, and Recreation.

given this panel a permanent place on the program and have included some of our best men in it.

Of course you realize that the future of the camping program in the United States depends to quite an extent on whether or not school and other public officials who conduct such programs will have the use of surplus war material. This is of tremendous importance because public officials usually take a long time to develop such programs under normal rate of growth.

Camping has so much to offer in the training and development of youth for peace time pursuits and to training them for National Defense that we need to have the support of our national officials in developing this program. Such training is the basis of much of the training given to men and women during the early period for induction into military service. Consequently whatever is done in this way will be the best insurance for national defense. In addition to it this type of program offers tremendous possibilities for developing and training our youth to meet problems of living and working in a democratic society.[134]

The Recreation, Camping, and Conservation Education Conference was held from October 15-16, 1946, at the Joseph Henry Memorial Auditorium Academy Park. The program included the following leaders and topics:

Presiding: J. Victor Skiff, Deputy Commissioner, State Conservation Department

"The Plan of the Conference"

Caswell M. Miles, Chairman, Joint Committee of the State Conservation and Education Departments

"Education Through Outdoor Life"

Dr. William Harlow, New York State College of Forestry

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134. Miles, Letter to Participants, September 26, 1946.

"Recreation and Camping--A Challenge to Education"

Dr. Frederick W. Bair, New York State Education Department

"Getting and Using Surplus War Material"--Panel

Chairman: Charles B. Cranford, Associate Superintendent, Westchester County Recreation Commission
H. F. Alves, Director of Surplus Property Utilization, U. S. Office of Education, Washington, D.C.
Dr. Robert E. Bell, District Superintendent of Schools, Westchester County
Raymond C. Burdick, Director Surplus Agency, State Education Department, Albany
Paul Handel, Director Region 2, Boy Scouts of America
William G. Howard, Director, Division of State Lands and Forest, State Conservation Department
Stanton Leggett, Supervising Principal, Elmont, N. Y.

Presiding: Dr. Edwin R. Van Kleeck, Assistant Commissioner for Instructional Supervision, State Education Department

Platform Guests:
W. A. Clifford, Executive Secretary, State School Boards Association, Mount Vernon
Dr. Arvie Eldred, Executive Secretary, State Teachers Association, Albany
Herman Forster, President, State Conservation Council, New York
Earl Hitchcock, Commander, American Legion Department of New York, Glens Falls
Mrs. Clifford N. Jenkins, President, State Congress of Parents and Teachers, West Hempstead
Willard L. Kauth, Chairman, State Organization Camp Committee, New York
William Leonard, President, Recreation Executives Association, Schenectady
Francis J. Moench, President, State Association for Health, Physical Education and Recreation, Cortland

"The Role of Camping in Education"

Dr. Hugh B. Masters, Educational Director
Kellogg Foundation, Battle Creek, Michigan

"Conservation Education Through Recreation and Camping"

Hon. Perry B. Duryea, State Commissioner of Conservation

"Camping and Conservation of Human Resources"

Bishop William A. Scully, Bishop Coadjutor, Albany Catholic Diocese.

Presiding: Dr. Leslie R. Gregory, President, State Teachers College, Fredonia

"Teamwork to Meet Youth Needs Through Recreation"

Emmett R. Gauhn, Chairman, State Youth Commission, Albany

"Building for Character"

Reverend Charles C. Noble, Dean of Chapel, Syracuse University, Syracuse

"Camping, Recreation and Commerce"

Joseph J. Horan, New York State Department of Commerce, Albany

"Professional Preparation for Recreation, Camping and Conservation Education"--Panel

Chairman: Francis J. Moench, President, New York State Association for Health, Physical Education and Recreation, Cortland
Dr. Hermann Cooper, Assistant Commissioner for Teacher Education, State Education Department, Albany
Lewis Hall, Assistant National Director, Scouting Services, Boy Scouts of America
Milton R. Howard, Professor, Physical Education and Recreation, Syracuse University, Syracuse
William Leonard, Superintendent of Recreation, Schenectady
Mark McCloskey, Director of Recreation and Community Education, New York
Ida Oppenheimer, Executive Secretary, Jewish Vacation Association, New York

Dr. E. Laurence Palmer, Professor Rural Education, Cornell University, Ithaca
Clayton Seagears, Director, Conservation Education Division, State Conservation Department, Albany
Dr. Lloyd B. Sharp, Director, National and Life Camps, N. Y.
Willard B. Stone, Recreation Supervisor, State Youth Commission, Albany

Presiding: Hon. Justin C. Morgan, Buffalo

Discussion leader and panel Chairman:
Dr. Frederick J. Moffitt, State Education Department, Albany

"A Program of Recreation, Camping and Conservation Education for New York State"--Panel

Donald A. Campbell, Director of Recreation, State Department of Commerce, Albany
James F. Evans, Director, Division of Parks, State Conservation Department, Albany
Ellis H. Camplin, Acting Director, Division of Health and Physical Education, Albany
Herman Forstor, President, New York State Conservation Council, New York
Charles A. Holmquist, Direcor, Division of Sanitation, State Health Department, Albany
Willard L. Kauth, Chairman, Organization Camp Committee, New York
Howard L. Lilienthal, Attorney at Law and Director of Private Camp, New York City
Dr. Frank S. Lloyd, College of the City of New York, N. Y.
Dr. Donnal V. Smith, President, State Teachers College, Cortland
Miss Grace Reeder, Chief, Child Welfare Bureau, State Department of Social Welfare, Albany
Lewis R. Barrett, Children's Foundation, Spring Valley[135]

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135. New York State Education Department Files, Courtesy of Dr. Irwin Rosenstein, Department of Health, Physical Education, and Recreation.

In analyzing the Conference held in Albany, October 15 and 16, 1946, one finds that it represented the Committee's effort to bring together leaders from the many State and local departments, agencies, institutions and associations engaged in conducting some phase of one or more of these programs. The Conference included representatives from six departments of State Government and five State associations. In addition there were representatives from several universities and colleges and many local recreation, camping, education and youth serving agencies.

Clayton B. Seagears, member of the Joint Committee and Director of Conservation Education for the State Conservation Department, who presided at the opening session, called attention to the close relationship between the economic welfare of citizens in New York State and the proper care, conservation and development of natural resources. He emphasized the need for better conservation education programs and pointed out the lack of up-to-date materials on conservation in the school libraries or textbooks.

Caswell M. Miles, Chairman of the Joint Committee and Supervisor of Physical Education and Recreation for the State Education Department, in outlining the plan of the conference, spoke of New York State's vast natural resources which are suitable for recreation and camping and the interest of the State Conservation Department in having the resources used for such purposes. On the other hand, he

noted the interest of the State Education Department and its main responsibility of providing the most desirable education for the two million six hundred thousand children, youth and adults enrolled annually in the schools and colleges of New York State (1946). He commented on how the Department and the universities, colleges and local districts associated with it have many resources to educate youth for living in a democracy and to provide similar services for out of school youth and adult groups through community centers.

The Joint Committee of these two Departments of State Government (which have many resources and much responsibility for recreation, camping and conservation education programs) planned this conference so that other public, voluntary, and private groups could join in the effort to improve and extend outdoor education services. In planning the conference, the Committee recognized the valuable contributions which such groups had made through recreation and camping programs and believed that better teamwork would improve the services of all groups and extend benefits to more individuals. They believed that such extension was needed because at that time less than 9 per cent of the school-age boys and girls of New York State attended organized camps in any one year while a few organized recreation programs were serving as many as 20 per cent of the people in the community. The Conference was organized so that the prepared addresses would provide

the inspiration and outline the objectives while conference groups would develop plans to these ends.

Dr. William M. Harlow of the New York State College of Forestry in his address "Education Through Outdoor Life" proposed that if camping was to become a part of the education experience of youth, educators would have to agree on the kind of camping they wanted. Camping and nature lore were bound to outdoor living as the two avenues by which one could explore the outdoors. The camping experiences of youth should be unique to the wilderness and such as only the out-of-doors could offer rather than the experiences which children could get in the city just as well or better. The camp should use the forest not merely as a background for buildings for playfields but rather as a challenge to new and daily explorations in the affairs of ever changing nature. The city children and even many from the country have eyes, but they see not; they have ears but they hear not. Harlow noted that there were few teachers or for that matter few youth leaders of any sort who could teach or lead youth in the out-of-doors. Therefore, the training of camping personnel was seen as a necessary and early step in a program of education through outdoor living. Real outdoor education portended to be an antidote for these feelings of confusion, frustrations and general uselessness which were oppressing so many in the modern age.

Dr. Frederick W. Bair of the New York State Education Department, in his address "Recreation and Camping--A Challenge to Education," dealt with these programs from the standpoint of an administrator. According to Bair, the administrator must fit such programs into a larger pattern of education, coordinate the work of the staff and then interpret the program to the citizens of the community. Recreation should be seen not as a luxury but as a necessity as critical as was our need for armies and navies and air forces some five years earlier. Therefore, the strategy of our recreation program would depend on whether or not our culture could put more into leisure or into gangsterism and degeneracy.

It was felt that the values of camping were not widely experienced or known. In a camp a modern man or woman experiences first hand something elemental and foundational about reality--something of what is in him and something of what is outside of him. This happens when he is not removed from reality by three or five or fifty degrees of artificial interpositions of what we call culture. Every child ought to be led by experience in camping to appreciate this reality because it was believed that we still depended upon nature and must conserve her great gifts.

The panel on "Getting and Using Surplus War Materials" under the chairmanship of Charles B. Cranford, Associated Superintendent of Westchester Recreation and including H. F.

Alves, Director of Surplus War Property Utilization, United States Office of Education, Paul Handel of the Boy Scouts of America and others, outlined the methods of obtaining such materials for outdoor education--school camping programs. A list of war materials suitable for camping was prepared by Raymond C. Burdick, Director of the State Education Department's Surplus Agency. The list was discussed and suggestions were given on procedures for getting advance information on sales of surplus material and expediting the purchase thereof. It was the concensus of the group that more cooperation by agencies was necessary in order to have purchases made in large volume by central agencies; also that an appeal should be made for increasing the donations of surplus material which would stimulate recreation and camping programs that could contribute much to the fitness of youth, and build a stronger Nation.

Dr. Hermann Cooper, member of the Joint Committee and Assistant Commissioner of Teacher Education, who presided at the evening session, emphasized the need for a more realistic approach to education so that youth might act and live more intelligently in this air and atomic age. New York State had the resources. It could provide the facilities and the teaching personnel to so educate its youth.

Reverend Elmer J. Donnelly, Assistant Diocean Director of Catholic Charities in his address on "Camping and Conservation of Human Resources," spoke of the interest in

the proper development of youth which is shared by the home, the church, and the school. There was much public interest in youth problems in 1946 and there were many agencies which could offer organized camping programs designed to meet such problems. Yet opportunities for camping experiences were being denied to the great masses of youth. Officials of Catholic Youth Organization and other groups recognized the great value of camping for character development. Such agencies had long experience with camping programs and were increasing their effort to bring the benefits of camping to more youth. Cooper felt that it was possible to enlist youth in the conservation of our natural resources and by so doing take a great step forward in improving and extending camping programs for the conservation of our human resources.

J. Victor Skiff, Deputy Conservation Commissioner, in his address "Conservation Education Through Recreation and Camping," told of the work of the Conservation Department in the care and use of New York State's vast natural resources which then included about three million acres of State-owned land, seventy-two State parks and the reforestation of projects in almost every county. The protection against forest fires, the preservation of fish, game and other forms of wild life and other such conservation projects were included in the Department's responsibility and service to the State. An important part of its responsibility was the development of facilities for recreation and camping, including public

camp sites, winter sport centers, camp sites for individual groups and swimming beaches (they had attracted world-wide attention) as well as other facilities for hunting, fishing, hiking, boating, canoeing and the like.

The public use of such facilities had increased rapidly. It reached a peak just previous to the war of over a million persons a year. The Department accelerated its program of construction to meet the demand. It was assumed that the use of these facilities for recreation and camping had brought stimulating experiences to the individual and provided excellent opportunities for conservation education. However, it was believed that users of these facilities would have gotten more value from such experiences had they developed more recreation and camping skills while in school. They might have taken better care of such facilities had they learned more about conservation before they left school.

Dr. Hugh B. Masters, Educational Director of the Kellogg Foundation, Battle Creek, Michigan, in his address, "The Role of Camping in Education," told of the year-round camping program being conducted at two demonstration centers in Michigan through the cooperation of the State Department of Conservation and Education with local school districts. Groups of children from a grade or school, each accompanied by a teacher, attended camp for a two-week period where the staff of camp counselors work with them in the various phases of the camp program. Such groups were being scheduled

for two-week periods throughout the year. A State College was operating one of the centers and using it as a laboratory for training camp counselors and teachers. According to Masters, the program was directed to attain:

1. Realistic work experience.
2. Functional health and physical fitness.
3. Desirable social development.
4. Education for the fruitful use of leisure.
5. The fundamentals of conservation education.

Robert P. Capes, Executive Secretary for the State Youth Commission in his address, "Team Work to Meet Youth Needs Through Recreation," told how the commission had been operated and changed by legislative enactment with the responsibility for providing services to youth through cooperative efforts of the various branches of the State Government and in cooperation with the municipal governments. State aid was given for three types of programs--youth bureaus, education projects. A major share of the aid had been for recreation projects which were operated by 270 communities.

In speaking for the State Department of Commerce on "Recreation, Commerce and Conservation Education," Joseph J. Moran described how the Department had been created by law to promote the economic well-being of the State and of its efforts to make New York State the leading tourist, winter sport and vacation center. In 1946 more than thirty million U. W. wage earners would enjoy vacation with pay, many of them for the first time in their lives. The expenditures of this great number of persons during their annual recreation

period would create one of our largest and fastest growing businesses. From 1941-1946 national recreational expenditures had increased from six billion dollars to an estimated total of ten billion.

The Panel and Forum session on "Professional Preparation for Recreation, Camping and Conservation Education" included many camping, recreation, conservation and college leaders. It was the concensus of the group that the need for professional preparation of such personnel was great and that cooperation between institutions preparing such personnel and agencies employing them was necessary. As more camping and recreation programs would be conducted on a year-round basis, there would be an increase of trainees preparing for such jobs. The colleges, however, would need to anticipate the demand and get aid through scholarships or other means so that they could develop training facilities for this personnel. In addition, some members of the conference wanted all teachers to be trained for teaching in the out-of-doors as well as in the indoors. It was evident that State agencies, colleges and local units would have to engage in the conduct of these programs and would have to participate in a plan to increase this personnel supply and meet the demand.

The Panel and Forum discussion on "A Program on Recreation, Camping and Conservation Education for New York State" presided over by Justice C. Morgan, then Assemblyman

from Erie County and lead by Dr. Frederick J. Moffitt of the State Education Department, included presentations by many State and local leaders including representatives of the State Health Department, State Department of Social Welfare, private camp directors and college officials. After much discussion the group approved of a platform which would 1) extend the camping opportunities to more individuals; 2) provide for an increase in the professional training of personnel for these programs; 3) set up camp demonstration centers and 4) secure increased funds for such services. A committee was appointed to work with the Joint Committee towards these ends.[136] This chapter contains an outline of the proposed camp demonstration programs mentioned in numbers 3 and 4 above.

The platform was prepared in New York City on November 15, 1946, and was adopted by the Joint Advisory Committee on November 21st in the same year. It read: "Camping--An Essential Service in New York State." The ten points in the platform were:

1. The conservation of the State's natural resources should be supported by all its citizens.
2. The development of these resources should include more adequate provisions for camping and recreation.

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136. New York State Education Department Files; Miles, Personal Interview, November 14, 1967.

3. Camping resources should be available to all people of the State irrespective of geographical location and economic status.
4. The fundamentals of camping and conservation education should be included in the education of youth.
5. Immediate steps should be taken to improve and extend organized camping for youth.
6. All the resources of the State which can contribute to this program should be enlisted for cooperative action.
7. The extension of training opportunities through undergraduate, graduate and in-camp courses for camp personnel should be provided without delay.
8. Demonstration camps should be established to show the benefits of camping.
9. A plan for sound and adequate finances should be developed.
10. A State Council or organization which will be representative of the present camping needs and be capable of developing such a program should be instituted.[137]

By the 1950's, New York State was on its way in setting a tragic pattern of conferences, committees, and proposals. Demonstrations, while well planned and effectively conducted, did not bring about the desired on-going results. For example, in May, 1950, the State Education Department in cooperation with New York University, conducted a School Camping and Outdoor Institute at the N.Y.U. Lake Sebago Camp in Sloatsburg, New York. Ellis Champlin, then Director of the State Department Health and Physical Education Division, outlined the institute as follows:

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137. New York State Education Department Files, Courtesy of Dr. Irwin Rosenstein, Department of Health, Physical Education, and Recreation.

The demonstration will be under the direction of Arthur W. Silliman, principal of Ardsley High School and an outstanding leader in camping and outdoor education. He will be assisted by teachers of the Roslyn and White Plains staff who, by training and experience in education and camping, are well qualified for such work. Resource personnel in conservation education, science, nature lore, woodcraft, scouting, camping and education will be provided. The Demonstration Steering Committee will consist of representatives of the participating schools districts.

The participating districts will select two boys and two girls from the seventh grade and also the staff member who is to accompany them. Lodging and meals in camp plus a scholarship will be provided for such staff members from the Kellogg Fund. Parents of the pupils will pay for food at the rate of $10 for five days. The district will make arrangements for attendance--pupils can be credited for attendance under the new regulation on educational trips. The district will likewise make arrangements for a substitute teacher for the staff member selected to attend the demonstration.

There is no longer a question about the great educational value of such stimulating experiences for pupils. The camp is the best laboratory for such courses as science and social studies. It offers stimulating experiences in "on-the-island" conservation education, work projects and group living which result in desirable outcomes in physical fitness, healthful habits, character and citizenship.

Superintendents, principals, supervisors and board of education members of some school districts in the area of the camp will be invited as guests of the university to observe, to participate in the discussion sessions and to eat some of the good camp food.[138]

P. P. Hunter, evaluating this Institute for the State Education Department, had the following comments to make:

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138. New York State Education Department Files, Courtesy of Dr. Irwin Rosenstein, Department of Health, Physical Education, and Recreation.

> The demonstration camp composed of 27 seventh grade pupils, conducted for one week by Arthur Silliman, was very successful and further demonstrated the practicability of a camp for school children during the school year.
>
> Five committees were appointed from the adults attending the week-long institute, conducted by N.Y.U. and our bureau, to work on a camping manual.[139]

The camping manual was released in final form during May, 1950, and was entitled School Camping and Outdoor Education. Champlin and Miles introduced the five chapter Manual with the following forward:

> School Camping and Outdoor Education is the next big movement in education. Through this program, education can be brought more closely in line with living in a democratic society. Rich opportunities are offered through such experiences in attaining the goals of education in the self-realization, human relationships, civic responsibility and economic efficiency as stated in the Educational Policies Commission Report--THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY. Such "on the land" experiences also provide opportunities for conservation education of natural resources which cannot be equalled elsewhere. Likewise, living in a wholesome camp twenty-four hours a day and participating in vigorous activities will result in desirable outcomes in terms of healthful living and physical fitness.
>
> The schools and colleges of New York State, along with assistance from Departments of the State Government concerned with conservation education, health and welfare can through this program make a tremendous impact on changing the behavior patterns of children, youth and adults. The school and the college camp offers rich outdoor laboratories for science, social studies, agriculture and many other courses in the curriculum. The camp also offers unique experiences for the development of skillful

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139. Hunter, Filed Evaluation Report, NYS Ed. Dept. Files, dated, May 19, 1950.

performance in the preparation of food, the construction of shelters and many forms of woodcraft. In addition, it provides wholesome outdoor recreation which may have a tremendous effect on improving the vacation skills and habits of families and groups. Through such camping experiences, children and youth can develop ideals of civic responsibility and human relationships that contribute to more satisfactory living in our American society.

This bulletin represents the combined efforts of outstanding leaders in camping, conservation education, health and recreation in a workshop conducted at the Raquette Lake Camp of Cortland State Teachers College in September 1949. Members of this workshop include superintendents, principals, teachers of school districts of the State, staff members of Conservation, Education and Health, and faculty members of colleges and universities. Funds from the W. K. Kellogg Foundation granted to the State Education Department for the development of camping and outdoor education in New York State contributed greatly to the success of the conference.

It is hoped that this bulletin will aid schools and colleges in initiating a program of outdoor education. When plans for cooperative action have been formulated the goals of education, conservation and health loom close on the horizon and the American heritage which we have enjoyed will have been improved in the endowment we shall bestow upon those who follow.[140]

Once again we find the optimism of the first decade of outdoor education and school camping beginning to permeate growth trends in New York State. Another highlight for the year 1950 was the School Camp Experiment conducted under the joint efforts of the W. K. Kellogg Foundation, New York University, and the Palisades Interstate Park Commission. Twenty-seven seventh grade pupils from all over the state--

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140. Champlin and Miles, "School Camping and Outdoor Education," A Manual. Mimeographed, 1950, p. 1.

White Plains, Suffern, Roslyn, Pocantico Hills, Pearl River, Ossining, Great Neck, and Delmar--spent a week attempting to prove that camping could provide education as well as adventure.[141] The New York Times quoted the Board of Regents as believing the school camping proposition to be sound; the paper also suggested the possibility that the experiment at Lake Sebago might become a permanent part of the state's school system.[142]

By 1952, the New York State Association for Health, Physical Education, and Recreation had identified six significant school camping projects in the state--Ardsley, Ithaca, Saratoga Springs, Seewanhaka, and Cortland and Fredonia State Teachers College. At its annual Conference in Syracuse (January 23-26) a Progress Report on Public School Camping in New York State was issued and it referred to the six projects as "pioneering efforts in school camping."[143] Later, in June of 1952, a Camping and Outdoor Education Conference was held in Albany. Commissioner Wilson (Education), Commissioner Duryea (Conservation), Dr. Hugh Masters, Dr. Jay Nash, Julian Smith and Arthur Elmer headed six General Sessions in the following areas:

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141. New York Times, May 16, 1950.

142. Ibid.

143. "Progress Report on School Camping," New York State Association for Health, Physical Education and Recreation, Mimeographed, 1952, p. 1.

Education for Today's Needs, Conservation Education, The Role of Camping in Education, Moral and Spiritual Values in Camping, Youth Camping Projects and Civic Service, and Camping and Conservation Education in Michigan.[144] It is evident that successful efforts in Michigan were still being epitomized in New York State.

Be that as it may, by 1954, a State Education Department Survey reported sixteen school camping programs in eight counties.[145] Highlighting a comprehensive curriculum related program was the individual effort of Irwin Engel in Edgemont School District (Scarsdale). Originating in 1952, the evolution of the Edgemont School Camping--Outdoor Education program was described by Engel in 1956 in the following descriptive terms:

> Our Outdoor Education program is conducted on a seventy acre wooded site, owned by the Board of Education. It is used as a supplementary experience to our classroom experiences. It is not a program of physical education or recreation, nor is it a substitute for anything that should be taking place in the classroom. It can be a part of any subject area; science, art, mathematics, recreation, language arts, physical education, social studies, etc.
>
> Our outdoor education program was begun at Edgemont as a result of studies conducted by a lay committee and submitted to the school administration and Board of Education. As consultant or coordinator of this program I have no specific classroom duties.

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144. Camping and Outdoor Education Conference, June, 1952, Albany, Program Brochure.

145. New York State Education Department Files, A Survey of School Camping in New York State for 1954.

Rather, it is my responsibility to requisition equipment, help classroom or subject teachers plan trips, coordinate use of the wooded area, handle press releases, and be available as principal resource person in use of the school lands.

Generally, a classroom teacher will approach me about planning a trip with a specific goal in mind. It is my job to help achieve this goal by providing work experiences that are in keeping with the learning involved. These trips may take all or part of a school day. The classroom teacher accompanies her class to the woods along with the outdoor education consultant. Members of the community, or other interested individuals, may be brought in as authorities or resource people on a specific subject.

Our school district is made up of approximately 800 students, and during a school year we have slightly more than 1,600 pupil visits to our wooded area.

A typical seventh grade trip might be as follows. Seeing that her class is to cover maps and scale drawing in the future the math teacher contacts the outdoor education consultant to help plan a unit. A date is set that will meet the class needs. Preliminary planning as to aims and objectives is completed, before the pupils are involved. Next, the consultant or classroom teacher will spend some time on mapping in the classroom. The pupils then become aware of tools needed for a worthwhile mapping project: compasses, sighting instruments, tape measures, and so forth. Working with the industrial arts teacher many of the instruments are made by the pupils in the school shop.

Realizing that a project of this nature could take a large part of the school day, a cook-out lunch is planned by the class. Using knowledge gained in home economics, a nutritious meal is planned. Pupils collect money, purchase food, and arrange for needed equipment. Committees are then set up to handle such things as wood gatherings, fire building, cooking, and clean up.

When the date for the mapping trip arrives the pupils, classroom teacher, and outdoor education consultant hike one mile from school to the wooded area. An important lesson in road safety is

learned. Wooded trails are measured and mapped, a work experience is shared through lunch, and a closer pupil-teacher relationship is established.

Needless to say, many other types of trips are conducted, but this should give a picture of what can be done. Now let us look at camping.

Edgemont's program of school camping has been conducted since the 1953-54 school year. Our first year we experimented by taking one sixth grade class and its teacher, for one entire school week, to the Westchester County Recreation Commission's camp at Croton Point. We rented the camp at a nominal fee, supplied our own food, and brought our own chef. Educationally, financially, and democratically the experiment proved successful. So successful that a week of school camping is now a regular part of the sixth grade curriculum.

Since our first year of camping at Croton Point we have camped at New York University's camp on Lake Sebago, in the Harriman Section of the Palisades Interstate Park. The change in campsites has approximately doubled our cost per pupil, but it has also greatly increased the educational value of the trip. In '53-'54 year at Croton, pupils paid $7.83, while the Board of Education paid $40 for transportation, and overtime pay to one of our school chefs who joined us at camp. Staff wise we had the classroom teacher, one student teacher, and the outdoor education consultant.

Our present program conducted at N.Y.U. Camp calls for pupils to pay $15 each, and the board to pay $60 per week for transportation, and about $100 per week to help the class pay camp rent. Staff wise we still have the classroom teacher, a student teacher, and the outdoor education consultant, plus the resident manager of N.Y.U. camp and his staff and nine graduate students majoring in elementary education at New York University. The doubling of cost per pupil is perhaps justified in people and knowledges contributed to the program.

The program itself while at camp revolves about group living, outdoor education, healthful living, providing meaningful work experiences, and teaching how to make wise use of leisure time. Very little of our time is spent in what children would knowingly call recreation--before such an experience. We might hike to areas involved in social

studies, we might do various conservation projects using axe, hatchet, saw, etc., or we might discover fossils, or dissect a fish we've caught and are going to eat at a campfire tonight. We also learn that pupils and teachers are people. We learn how to work together and get along with one another a bit better. We also see that each of us, regardless of individual shortcomings, can make some contribution to living in a democratic society.

There is nothing really new in this entire movement. Rather, there is a rewording of the statements educators have accepted for countless years. We all admit that the best learning takes place when we couple it with experience. No one will deny that, when applied to physical education or recreation activities. However, all educators should be willing to accept and apply the statement to all curriculum areas, and all grade levels.

How could children; city, country, or suburb, learn more about maps, compasses, measurement, and scale drawings? By reading about them in a classroom, or by getting out in the fields or city streets and parks and creating and interpreting them? This same type of question could be asked about almost any subject area and the same type of answer received. Certainly, there are many things children will learn best in the classroom, and that is where they should be learned. But, so many areas of education fit under the statement made some twenty years ago by Dr. L. B. Sharpe, director of the Outdoor Education Association, "that which can best be learned in the out-of-doors should there be learned," that we cannot afford to ignore the obvious wisdom of the statement. It is up to all of us as educators and people working with children to sell such programs to our communities, local and national; it is our responsibility to the children, all children.[146]

A field visit to the Edgemont Outdoor Education Center in 1966 enabled this writer to observe the growth and development of a program which had nurtured over a fourteen year period. Edgemont was one district where dedicated and

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146. Irwin Engel, A Mimeographed Statement, 1956.

interested leadership was able to manifest itself in a sustained academically related outdoor education program.

By the school year 1955-56, the State Education Department Survey reported some twenty-six school camping programs, an expansion of ten programs over a four year period. It was in 1956, also, that New York University began to consider an expansion of the Sebago Camp which it had held since 1927. Although New York University had established the Sebago Camp to alleviate inadequacies of the facilities in and around the Washington Square campus for physical education activities, it also attempted to provide students with group living experiences in the outdoors that would aid in programs of educational development. By 1956, 8000 students had passed through the portals of Sebago. Since 1927 an annual summer session for graduate students in Health, Physical Education, and Recreation was coordinated at Sebago. But more important to the growth of school camping were the programs conducted during April, May, and October each year by Edgemont, Franklin Square, Plainedge, Warwick, Baldwin, Uniondale, Valley Stream, and Bronxville.[147]

In January, 1957, the New York State Education Department had prepared a sixteen point tentative concept statement entitled "In Outdoor Education We Believe That"--

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147. M. Alexander Gabrielsen, "A Proposal for the Creation of A Center for Outdoor Education and School Camping for New York University," December, 1956.

1. Outdoor education including camping is the use of the outdoors as a living laboratory to revitalize those parts of the education curriculum which deal directly with natural resources and life situations that are found in an outdoor setting.

2. Opportunities should be provided in outdoor education which is an integral part of the education curriculum.

3. The school district should have curriculum materials for outdoor education which are designed to make effective use of the outdoor environment of the school and community in order to attain the purposes of education more successfully.

4. In the planning and conduct of the program emphasis should be given to attaining such desirable outcomes as physical fitness, healthful living, work responsibilities, conservation of material resources, nature lore, ethical character, citizenship and worthy use of leisure.

5. The school district should begin with available resources and extend the program as other resources are provided.

6. The cooperation of conservation and part officials should be secured for aid in determining needs, planning conservation projects, selection of camp sites and in the use of staff members as resource personnel.

7. Parent groups and leaders in civic and youth service agencies should be involved in the development of the long-range plan for outdoor education.

8. A day camp program which uses the school site, nearby parks, woodland or camp site during the day should be provided for the younger pupils and beginners.

9. Opportunities should be provided for older pupils in overnight and weekend camping projects which use parks, woodlands, historical sites and camps for extended field trips.

10. The school district, or two or more school districts by joint action, should provide for a resident camp designed to accommodate a limited number of pupils scheduled in rotation for a week or two so that each pupil will have the opportunity for a period in camp every school year during the six years in grades 4-9.

11. Opportunities should be provided for advanced campers to engage in pioneer camp and conservation projects in areas such as woodlands, State forests and large parks where they have the responsibilities for preparing their food and shelter and in the conduct of conservation projects.

12. Funds should be included in the school budget for securing and operating the school camp but the cost of food should be paid for by pupils attending the camp.

13. Provisions should be made for a resident school camp staff supplemented by teachers who come with their campers and by resource personnel from conservation and park staff.

14. The director of health, physical education and recreation should be responsible for the organization, administration and supervision of the outdoor education program.

15. Provisions should be made for some pre-service and in-service education of teachers which equips them to understand the goals of outdoor education including camping.

16. Provisions should be made for pre-service and in-service professional preparation in outdoor education including camping, so that more people will be qualified for service as resident camp staff, administrators and camp counselors.[148]

It is probable that the concept statements were a natural outgrowth of program observations over the years.

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148. New York State Education Department, Department of Health, Physical Education and Recreation, "; Tentative Proposal," Mimeographed, January, 1957.

In 1956, several representatives of the New York State Education Department had attended the New England Outdoor Education Workshop held at Sargent Camp, and had returned to New York encouraged and determined to push things forward with a similar conference. In January of 1957, the Commissioner of Education, James Allen, Jr., wrote to Conservation Commissioner Marks about joint planning for such a conference:

> Many education officials and civic leaders are interested in improving the opportunities for outdoor education in the schools and colleges of the State.
>
> Attached is a copy of the program of the New England Outdoor Education Workshop which some New York State representatives attended. Similar workshops have been held or are being planned by other states with some assistance from the Outdoor Education Project of the American Association for Health, Physical Education and Recreation. We have had many requests to hold such a workshop for New York State.
>
> Outdoor education programs offer many opportunities for attaining the goals of conservation and education. There is wide interest in outdoor education over the State. This is due to recognition of the need of youth to acquire knowledge, skills and appreciation of outdoor life; to keep alive the traditions and cultural bonds between the pioneer and his living descendants. There is recognition, also, that the conservation and wise use of our natural resources can be taught more thoroughly by on-the-land experiences of youth in camping and outdoor education projects.
>
> A number of school districts are conducting camping and outdoor education projects as authorized by Article 91 of the Education Law. Several colleges in the State also have such projects. We know of the good work of your Department with respect to the camps in some state parks, the public camp sites and trails on state lands and the conservation education camps.

> Please note that the attached program features projects which are important for both conservation and education and that both departments in the New England states had an important part in planning the workshop. It is our desire to work with your Department in planning such an outdoor education workshop for New York State to be held early next fall. While there are many groups that are interested in having representatives attend the workshop for which wide publicity is given, we have been advised by the National Director of the Outdoor Education Project that the State Departments of Conservation and Education should provide the initial leadership in such planning.[149]

The joint planning efforts which resulted culminated in a New York State Outdoor Education Conference at the Sagamore Conference Center of Syracuse University in September, 1957. Dr. Jay B. Nash, Dr. Archibald Shaw, Dr. Robert Fisk, Dr. Merrill Archard, Dr. George Stoddard, and Dr. John Miller highlighted the Conference program. In its closing session the Conference focused attention on the often belabored topic of "the next steps for Outdoor Education Programs in New York State."[150] In the same month, and only two days after the aforementioned conference, it looked as though a breakthrough might occur in obtaining facilities for outdoor education in New York State. Then Governor Averill Harriman had proposed that abandoned military

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149. Hugh Flick and Caswell Miles, "Facilities for School Camping and Outdoor Education in New York State," January, 1957, a letter to the Commissioner of Education from the New York State Education Department Files.

150. "Conference Program," New York State Outdoor Education Conference, September, 1957.

installations be used for summer camp purposes and providing worthwhile activities for youth. His Proposal did not escape the attention of Education Commissioner Allen who drafted the following comments to the Governor in a letter dated September 24, 1967:

> I was delighted to read in yesterday's paper your proposal, made at the Arden House Conference, that abandoned military installations be utilized for summer camp purposes. Your objective--that of preventing delinquency through providing worthwhile outdoor experiences for boys--is excellent and I want to assure you of the cooperation and support of the State Education Department in every way possible.
>
> I have just returned from a conference on camping and outdoor education held in the Adirondacks over this past weekend. This conference was sponsored jointly by the Education Department and the Department of Conservation and was attended by leaders in education and conservation throughout the State. After listening to some of the possibilities outlined at this conference and then reading the news report of your speech at Arden House, I am much impressed by the potentialities in your program not only for preventing delinquents among boys, but also for advancing the quality of our education program on many fronts. I would like to suggest that consideration be given to a broader application of your proposal.
>
> For many years, leading educators, conservationists and others have been urging the expansion and enrichment of the educational program in our schools through greater use of outdoor areas as centers for learning. Several of our colleges and a few of our school districts have been actively developing such centers. The development of these centers enables students (a) to get the most out of their opportunities for learning in the outdoors; (b) to develop an appreciation of what the outdoors has to offer; and (c) to develop a vocational skill and interest which will later serve recreation, conservation and health purposes. Such outdoor centers cannot only enrich classroom learning, but can strengthen the efforts of the schools to improv

> the physical fitness and general all-round mental and physical well-being of our youth.
>
> I respectfully suggest, therefore, that in giving further study to your program, consideration also be given to the broader use of abandoned military installations, State camp facilities, and other recreational areas in our State in providing outdoor educational opportunities as an extension of our educational system.
>
> I am prepared to discuss my ideas with you in greater detail and to designate a member of the Department to work with whatever committee you may be planning to set up. You can be assured of my wholehearted cooperation in trying to accomplish the objectives you have in mind.

Many educators hoped that the availability of such facilities would demonstrate the long awaited spark of leadership needed to push school camping and outdoor education ahead in New York State. They hoped in vain. Even a detailed recommendation for the recapturing of Sampson Air Force Base and implementing it as an outdoor education center in central and western New York went by the board in 1957.[151]

Spirits were not dampened completely, however. In May of 1960 several leaders from New York journeyed to the Eastern Outdoor Education Workshop at Happy Acres, Middlefield, Connecticut. Grass roots expansion two years later (1962) indicated that several State University units had branched out into outdoor education and that the same number

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151. New York State Education Department, Department of Health, Physical Education and Recreation Files, courtesy of Dr. Irwin Rosenstein.

of on-going programs were operating as had been reported in 1956.

Hope for state leadership and faculty programs was rekindled in 1965 when Laurence Rockefeller was re-elected as Chairman of the New York State Council of Parks. In his election statement he hinted at the challenge in public outdoor recreation and education for New York State:

> Forty years ago the State of New York established the State Council of Parks and gave recognition to the provision of public outdoor recreation as an important function of government. These have been four decades of accomplishment and leadership.
>
> The people of this State now enjoy most of 102 designated state park areas comprising over 200,000 acres. These resources are capable of providing recreation for 600,000 people at one time, and over the year some 35,000,000 use the parks. . . .
>
> But the greatest challenge lies ahead. We are all aware of the pressures of increasing population, leisure time, mobility and income and that these factors will combine to multiply the need for healthy, productive and pleasant opportunities for use of non-working hours.
>
> The next decade will be a crucial one. The need will be great, and the opportunity for service will be great.
>
> The State Council of Parks must move ahead in its tradition of leadership and progress. We must provide a bold, imaginative and efficient program and policies to provide a balanced program of outdoor opportunities worthy of the future of New York State. . . .
>
> Camping. Camping is our fastest growing recreation activity, and there are not enough individual and group camping sites, particularly in regions adjacent to our two largest cities. The potential demand cannot be met wholly within these regions, but further capacity should be added wherever possible. As proven during the past summer, campers, especially with advance reservations, are not deterred

by adverse weather and make substantial use of other park facilities. . . .

Better Interpretive and Education Services

We are not doing enough in providing nature study areas, day camps and cooperative public school camps or interpretive services.

Education, both formal and informal, is the key to understanding, enjoyment and appreciation of the outdoors, particularly in our urban society where young people grow up without knowing nature.

Section 4501, Education Law, presently authorizes the establishment of public school camps on a year-round basis, if desirable, upon lands made available to school districts. Something should be done to implement this section.

Consideration is now being given by other state agencies to establishing nature study areas accessible by school bus as outdoor classrooms for urban pupils. Appropriate sections of our extensive holding at Caumsett, Southside, Wyandanch, Harriman, education-recreational projects. . . .[152]

The challenge was not lost nor forgotten in committee. In 1966 the Conservation Department converted its wild game propagation center at Sherburne into a Conservation Education Center and hired John Weeks, a professional educator and biologist, to develop a faculty for outdoor and rature study education. Under the direction of Al Bromley in the Conservation Department, plans are underway to develop similar centers as education recreation parks. A detailed concept statement for these parks is contained in the apendix of this study.

With the retirement of Miles from the department,

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152. Laurence Rockefeller, "Election Address as Charman of the Council of Parks," 1965.

Dr. Irwin Rosenstein has picked up the reins of leadership for outdoor education in New York State. Instituting a new (1967) statewide advisory Committee to Outdoor Education and Conservation Education, Rosenstein envisions unified educational efforts within and without the State Education Department of education as the key to success in the future. The added impetus of regional Title III projects like the ones in New Paltz and North Hempstead portend to contribute significantly to current efforts to advance school camping, outdoor education, and conservation education in New York State.

Other Developments at Large

Much of the early developments in the school camping movement were generated in the states of Michigan, New Jersey, and New York. However, at large, individual activity in the various regional areas of the United States gives one an indication as to how the movement was spreading throughout the country from initial developments in the aforementioned three states.

In Texas, for example, a citizens delegation became interested in school camping, and in 1948, this group visited the Battle Creek school camp at Clear Lake. At that time a new camp was being designed and built in Tyler for school camping during the school months and for agency